

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Jan-18** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department _____
 College **PR - Provost**
 Degree _____
 Program Name **Global Distinction** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The Office of the Provost proposes establishment of a Global Distinction Program that will allow undergraduate students to enhance their degree through the study and practice of global and intercultural learning.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: _____ Proposed total credit hours _____

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

Starting in Fall 2018, University College will administer the program, including the training of advisors, tracking of student requirements, and program assessment. Students successfully completing the program shall graduate with the additional transcript designation of "Global Distinction." The program will not impact other programs, other than to potentially add incentives for more student participation. The program will require additional staffing for University College.

Units consulted (other departments, programs or campuses affected by this proposal):

The committee consulted with deans; chairs and directors; advisors; the Registrar; Global Education, Honors College; Curriculum Services; the Office of Accreditation, Assessment and Learning; and Faculty Senate Executive Committee.

REQUIRED ENDORSEMENTS

Department Chair / School Director	____/____/____
Campus Dean (for Regional Campuses proposals)	____/____/____
College Dean (or designee)	____/____/____
Dean of Graduate Studies (for graduate proposals)	____/____/____
Senior Vice President for Academic Affairs and Provost (or designee)	____/____/____

Global Distinction Program Proposal

Subject Specification

The Office of the Provost proposes establishment of a **Global Distinction Program** that will allow undergraduate students to enhance their degree through the study and practice of global and intercultural learning.

Starting in Fall 2018, University College will administer the program, including the training of advisors, tracking of student requirements, and program assessment. Students successfully completing the program shall graduate with the additional transcript designation of “*Global Distinction.*”

Program Overview

The Association of American Colleges and Universities¹ recommends that institutions of higher education assist students with seeing themselves as a part of a world community by integrating intercultural knowledge and competence within the educational experience. Furthermore, in 2014 survey of 606 employers, the National Association of Colleges and Employers (NACE)² identified “Global/Intercultural Fluency” as one of the seven essential competencies college graduates must possess to be considered “career ready”. NACE defines this competency as valuing, respecting, and learning from diverse cultures, races, ages, genders, sexual orientations, and religions. This competency is demonstrated through an individual’s ability to be open, inclusive, sensitive, and respectful of all people.

The Global Distinction Program (GDP) will enable students to gain the knowledge and skills necessary to become global citizens. In addition to studying their discipline, students will also develop key global and intercultural skills that will enable them to work more effectively across cultures and to approach complex global problems. Available to all degree-seeking undergraduates, this transcript credential will serve as recognition of student’s commitment to global and intercultural learning.

The program consists of three components:

1. Coursework

Each student must complete 12 credit hours of coursework focused on intercultural and global learning outcomes to complete this component of the program. Eligible courses include global diversity-focused courses from the Diversity Course Requirement, foreign or second language proficiency, and International Baccalaureate program courses. See the section on **Global Distinction Course Requirements** for more details.

2. Immersive Experience

¹ Rhodes, T. (2009). Assessing outcomes and improving achievement: Tips and tools for using the rubrics. Washington, DC: Association of American Colleges and Universities. <https://www.aacu.org/value/rubrics/intercultural-knowledge>

² National Association of Colleges and Employers (2014). Career Readiness Defined, NACE Center for Career Development and Talent Acquisition. <http://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

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To complete this component of the program, each student must participate in one long-term or two short-term immersive international experiences involving extensive interactions with people of different cultures.

3. Culminating Presentation

Students will give a presentation that answers the question: How has my commitment to global distinction prepared me for the future? The presentation will articulate how they have explored the program learning outcomes. See the section on the **Culminating Presentation Assignment** for more details.

Background Information

In January 2017, the Office of the Provost formed a committee to develop a programmatic approach to enhance global and intercultural learning for undergraduate students. This work aligned with the University's Strategic Priority 3: Global Competitiveness. Specifically, it addressed strategic initiative 3.2: Enhance the internationalization of the university through programmatic and partnership engagement.

The committee³ was thoughtfully put together. Individuals with strengths in global and intercultural learning were recruited. Functional experts were also sought out, including representation from global education, curriculum services and the honors college. Additional committee members, especially faculty, were added throughout the process, as new expertise was identified.

The committee reviewed numerous similar programs at universities throughout the United States⁴. In some cases, emailing and/or talking with program administrators. The committee consulted with deans; chairs and directors; advisors; the registrar; Global Education, the Honors College; curriculum services; the office of accreditation, assessment and learning; and Faculty Senate.

Program Administration

It is recommended that University College administer the Global Distinction program because it aligns with the mission and scope of programs offered in University College. University College

³ Global Distinction Committee Membership: Ken Burhanna (chair), Francoise Massardier-Kenney, Eboni Pringle, Amanda Bevington, J.R. Campbell, Kevin Heller (student), Frank Congin, Katie Goldring, Ashley Williams, Eron Memaj, Ediz Kaykayoglu, Stephanie Smith, Edgar Kooijman, Amanda Woodyard, Steven Antalvari, Mary Kuchin, Pamela Stephenson, and Linda Robertson

⁴ Examples include:

- Stephen F. Austin State University's Certificate of International Competency - <http://www.sfasu.edu/oip/234.asp>.
- University of Houston's (Peer) Certificate in Global Studies and Research – <http://www.uh.edu/honors/Programs-Minors/honors-minors-programs/global-studies/>.
- University of North Texas's (Peer) Global Perspectives Certificate - http://catalog.unt.edu/preview_program.php?catoid=3&poid=845&returnto=87.
- University of South Florida's (Aspirational) Global Citizen Project - <http://www.usf.edu/qep/documents/qepexecutivesummary.pdf>.
- University Wisconsin Whitewater's Global Engagement Certificate -- <https://www.uww.edu/cls/global-engagement>.

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serves students from all colleges and in some cases all campuses with the mission of providing non-major specific academic opportunities regardless of declared degree program. While not connected to a specific degree program, advisors will need to work directly with students to help them understand how the Global Distinction program requirements will align with their degree program. This program will require on-going academic advisor training and support. University College is well positioned to provide advisor training and support in addition to aligning the Global Distinction program with the National Student Exchange and Alternative Spring Break program which are both housed in University College.

Students will formally apply to demonstrate their proficiency through the culminating presentation assignment. This application (see appendix C) will trigger a review of the student's coursework and immersive experience record to ensure that student is on track with program requirements.

Components and Guidelines

Eligibility

All degree-seeking undergraduate students are eligible to pursue the Global Distinction Program. This includes international students as well, as noted by program pathways designed specifically for them.

Learning Outcomes

The Global Distinction learning outcomes have been adapted from the AAC&U's Value Rubrics on Intercultural Knowledge and Competence and Global Learning. The committee has strived for these outcomes to guide all components of the Global Distinction Program.

1. Cultural Self-Awareness

Describe visible and hidden factors that shape your culture (and sub-cultures), beliefs and values and those of others.

2. Cultural Perspective Taking

Evaluate cultural factors likely to lead to cross-cultural misunderstandings or conflicts at the macro and micro level and formulate appropriate strategies to avoid or mitigate cultural misunderstandings or conflicts.

3. Global Self-Awareness

Evaluate and apply diverse perspectives to complex problems within natural and human systems (e.g., epidemiology).

4. Understanding Global Systems

Describe multiple world views, experiences and power structures.

5. Cultural Diversity

Recognize interconnections of human organizations and processes, and innovative solutions to global problems.

Coursework Requirements

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Students wishing to fulfill the curricular requirements for Global Distinction need to successfully complete 12 credit hours from courses that address the learning outcomes of the program.

Students can complete their 12 credit hours through a combination of the following:

- A. Up to twelve (12) credit hours of Global Diversity-focused courses, as designated for the Diversity Course Requirement (<http://catalog.kent.edu/undergraduate-university-requirements/diversity-course-requirement/>). See **Appendix A** for a list of Global Diversity-focused courses.
- B. Up to six (6) credit hours of Foreign or second language proficiency may count (see note on foreign language proficiency).
- C. International Baccalaureate program completion qualifies for up to six (6) credit hours (see note on IB programs).

Note: Foreign Language Proficiency

Foreign language proficiency can serve as a catalyst for global and intercultural learning. However, attaining this proficiency often depends on the socio-economic and cultural background of students and on the university-wide requirements of individual majors. In addition, language proficiency is not sufficient in and of itself. It needs to be accompanied by cultural competency to meet the goals of a global distinction program. Thus, foreign language proficiency cannot be a mandatory requirement for the global distinction program, but it is strongly encouraged and may count for 6 credit hours towards meeting the curricular requirements of the program.

Students can demonstrate proficiency in the following ways:

- A. Successfully complete foreign language coursework at the intermediate-mid proficiency level with a grade of “B” or higher in an upper division course.
- B. Demonstrate intermediate-mid proficiency by taking an official language proficiency test (ACTFL) and scoring at the intermediate-mid level or higher.
- C. Provide proof of English language proficiency per the admission requirements of the Office of Global Education (for non-native English speaking international students).

Note: International Baccalaureate (IB) Programs

Students will receive six (6) hours of credit towards their global distinction coursework requirement upon completion of the IB programme. The College of Education, Health and Human Services' Early Childhood Education (ECED) and Middle Childhood Education (MCED) programs are recognized by the International Baccalaureate Organization and allow students to earn Baccalaureate Primary Year and Middle Year Programme Certificates respectively.

Immersive Experience

To complete this component of the program, each student must participate in one long-term or two short-term immersive international experiences involving extensive interactions with people of different cultures. Short-term is defined as any experience that is shorter than an academic term. Long-term experiences are those that are at least one full academic term. If a course has an immersive period within it (e.g., students study Cuban history for a semester and have a four-day immersive experience in Cuba), the four-day trip would count as a short-term immersive experience. Immersive experiences include:

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- National Student Exchange locations abroad
- Alternative Break trips with international destinations or with an emphasis on international populations
- Residence in the International Living Learning Community for an academic year
- Education Abroad
- International students earn this component by studying at one of Kent State's campuses in the United States

The immersive experiences listed above have been identified as ideal opportunities for students to engage with international cultures as they offer structured opportunities for the learning outcomes of the Global Distinction program to be met. However, the committee understands that opportunities may exist outside of those listed and students will be offered an exception form to seek approval for other experiences they feel satisfy this component of the program.

Culminating Presentation Assignment

To complete the culminating presentation assignment for global distinction, students need to design and deliver a presentation that addresses the five program learning outcomes in relation to the question: *How has my commitment to global distinction prepared me for the future?* In addressing this question, identify the impact and influence of the five learning outcomes on you and your approach to the world. Use examples from your own experiences to support your presentation. A rubric will be used to both guide students and structure the evaluation of their presentation. A draft rubric is provided in **Appendix B**.

Students need to design and deliver their presentation at a designated Kent State University student conference opportunity. University College will designate which student conferences are made available for Global Distinction presentations. Conference judges comprised of faculty members will apply the rubric to the presentations. We anticipate that in certain exceptional cases students will need an alternate pathway. In these cases, University College will work with students to identify a suitable alternative pathway.

Program Assessment

University College will oversee program assessment. In general, assessment activities will flow from the three main program components. Assessment data on coursework will come from URCC for the global diversity-focused courses, from global education and MCLS for foreign language, and from EHHS for the IB programme. Immersive experience assessment data will flow from the administrative or sponsoring unit for experiences. The culminating presentation will be assessed directly using its assignment rubric.

It is recommended that the program be assessed at the institutional level through the systematic administration of the *Intercultural Development Inventory (IDI)*, an internationally recognized assessment designed to measure cross-cultural competence. Ideally, freshmen would be pre-tested and then post-tested near graduation.

University College will compile and analyze this data regularly, with the goal of providing an assessment report every five years.

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Fiscal Impact

Need	Cost
Staffing – leverage current part-time and adoption of full-time coordinator (Salary and first-year benefits)	\$86,950
Marketing materials	\$2,000
Supplies (Culminating Presentation)	\$3,000
Advisor training and professional development	\$30,000
National Student Exchange costs	\$7,000
Annual Cost	\$128,950
Developer Time (Information Services)	\$10,000
One-time Cost	\$10,000
TOTAL First Year Cost	\$138,950

Alternatives and Consequences

The alternative would be to maintain current practices and assist students with demonstrating their global competence through their resume/CV and in interviews.

Specific Recommendation and Justification

The specific recommendation is to establish the Global Distinction Program in University College for Fall 2018 to create an opportunity for undergraduate students to enhance their degree and career opportunities through the study and practice of global and intercultural learning.

Timetable and Actions Required

1. Approval from Office of the Provost: January 2018
2. Approval from Education Policies Council: 19 February 2018
3. Approval from Faculty Senate: 12 March 2018
4. Implementation: Fall 2018

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Appendix A: Global Diversity-Focused Courses

- Course ListCode Title Credit Hours
- ANTH 18210 INTRODUCTION TO CULTURAL ANTHROPOLOGY (DIVG) (KSS)
3
- ANTH 18420 INTRODUCTION TO ARCHAEOLOGY (DIVG) (KSS) 3
- ANTH 38240 CULTURE AND PERSONALITY (DIVG) 3
- ANTH 48212 KINSHIP AND SOCIAL ORGANIZATION (DIVG) 3
- ANTH 48250 MEDICAL ANTHROPOLOGY (DIVG) 3
- ANTH 48630 PACIFIC ISLAND CULTURES (DIVG) 3
- ANTH 48262 PEOPLES AND CULTURES OF AMAZONIA (DIVG) 3
- ANTH 48360 ANTHROPOLOGY OF GENDER AND SEXUALITY (DIVG) 3
- ANTH 48830 HUMAN BEHAVIORAL ECOLOGY AND EVOLUTION (DIVG) (ELR)
(WIC) 3
- ARTH 22020 ART OF AFRICA, OCEANIA AND THE AMERICAS (DIVG) (KFA) 3
- ARTH 42025 ART OF WEST AFRICA (DIVG) 3
- ARTH 42026 ART OF NIGERIA (DIVG) 3
- ARTH 42027 ART OF CENTRAL AFRICA (DIVG) 3
- CACM 32030 INTERNATIONAL CONFLICT RESOLUTION (DIVG) 3
- CACM 32040 CROSS-CULTURAL CONFLICT MANAGEMENT (DIVG) 3
- CACM 41010 RECONCILIATION VERSUS REVENGE: TRANSITIONAL JUSTICE
(DIVG) (WIC) 3
- CLAS 21404 THE GREEK ACHIEVEMENT (DIVG) (KHUM) 3
- CLAS 21405 THE ROMAN ACHIEVEMENT (DIVG) (KHUM) 3
- COMM 35852 INTERCULTURAL COMMUNICATION (DIVG) 3
- DAN 27076 DANCE AS AN ART FORM (DIVG) (KFA) 3
- ENG 31006 WORLD ENGLISHES (DIVG) (WIC) 3
- ENG 33013 PAN-AFRICAN WOMEN'S LITERATURE (DIVG) 3
- ENG 33015 AFRICAN LITERATURES (DIVG) 3
- ENG 34011 WORLD LITERATURE IN ENGLISH (DIVG)3
- GEOG 17063 WORLD GEOGRAPHY (DIVG) (KSS) 3
- GEOG 22040 INTRODUCTION TO GLOBAL TOURISM (DIVG) 3
- GEOG 22061 HUMAN GEOGRAPHY (DIVG) (KSS) 3
- GEOG 32080 POLITICS AND PLACE (DIVG) 3
- GEOG 36065 CITIES AND URBANIZATION (DIVG) 3
- GEOG 37040 GEOGRAPHY OF AFRICA (DIVG) 3
- GEOG 37050 GEOGRAPHY OF RUSSIA AND THE COMMONWEALTH OF
INDEPENDENT STATES (DIVG) 3
- GEOG 37066 GEOGRAPHY OF EUROPE (DIVG) 3
- GEOG 37070 GEOGRAPHY OF EAST AND SOUTHEAST ASIA (DIVG) 3
- GEOG 37084 GEOGRAPHY OF SOUTH AMERICA (DIVG) 3
- GEOG 37085 GEOGRAPHY OF LATIN AMERICA AND THE CARIBBEAN (DIVG)
3
- HIST 11050 WORLD HISTORY: ANCIENT AND MEDIEVAL (DIVG) (KHUM) 3
- HIST 11051 WORLD HISTORY: MODERN (DIVG) (KHUM) 3

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- HIST 31140 MODERN LATIN AMERICA (DIVG) 3
- MCLS 21417 MULTICULTURALISM IN TODAY'S GERMANY (DIVG) 3
- MUS 22121 MUSIC AS A WORLD PHENOMENON (DIVG) (KFA) 3
- MUS 42181 POPULAR WORLD MUSIC (DIVG) 3
- PAS 23001 BLACK EXPERIENCE I: BEGINNINGS TO 1865 (DIVG) (KHUM) 3
- PAS 24407 CARIBBEAN STUDIES (DIVG) 3
- PAS 32050 AFRICAN LITERATURES (DIVG) 3
- PAS 34000 INTRODUCTION TO AFRICAN WORLD VIEW (DIVG) 3
- PAS 37100 PAN-AFRICAN WOMEN'S LITERATURE (DIVG) 3
- PH 10002 INTRODUCTION TO GLOBAL HEALTH (DIVG) 3
- PHIL 11001 INTRODUCTION TO PHILOSOPHY (DIVG) (KHUM) 3
- PHIL 21001 INTRODUCTION TO ETHICS (DIVG) (KHUM) 3
- PHIL 31075 PHILOSOPHY AND MULTICULTURALISM (DIVG) 3
- POL 10004 COMPARATIVE POLITICS (DIVG) (KSS) 3
- POL 10500 WORLD POLITICS (DIVG) (KSS) 3
- POL 30520 EUROPEAN POLITICS (DIVG) 3
- POL 30530 ASIAN POLITICS (DIVG) 3
- POL 30540 AFRICAN POLITICS (DIVG) 3
- POL 30550 LATIN AMERICAN POLITICS (DIVG) 3
- POL 30560 MIDDLE EAST POLITICS (DIVG) 3
- POL 40540 POLITICS OF DEVELOPMENT (DIVG) 3
- POL 40560 HUMAN RIGHTS AND SOCIAL JUSTICE (DIVG) 3
- REL 11020 INTRODUCTION TO WORLD RELIGIONS (DIVG) (ELR) (KHUM) 3
- REL 21021 MOSES, JESUS AND MOHAMMAD (DIVG) (ELR) (KHUM) 3
- RPTM 26060 INTRODUCTION TO GLOBAL TOURISM (DIVG) 3
- SOC 22778 SOCIAL PROBLEMS (DIVG) (KSS) 3
- SOC 42575 FAMILIES IN A GLOBAL PERSPECTIVE (DIVG) 3
- THEA 11000 THE ART OF THE THEATRE (DIVG) (KFA) 3

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Appendix B: Draft Rubric for the Culminating Presentation Assignment

A rubric will be used to both guide students and structure the evaluation of their presentation. The rubric below is draft.

Scores of twelve (12) and higher rate as “proficient” or “highly proficient.” Scores lower than twelve (12) rate as “inadequate” and require the candidate to revise and give their presentation again to achieve proficiency.

Global Distinction Culminating Presentation Draft Rubric				
	Highly Proficient (3)	Proficient (2)	Inadequate (1)	Score
Organization / Design / Accuracy / Appearance	<p>Organization: All the items included in the poster support the main point. The narrative flows logically and naturally from the introduction with no missing steps.</p> <p>Design: There is a balance of text and graphics. They are evenly distributed around the poster. The arrangement is simple and uncrowded</p> <p>Accuracy: Sentences properly punctuated and all words spelled correctly.</p> <p>Appearance: The introduction and the other paragraphs can be read from at least three feet away.</p>	<p>Organization: Most items included in the poster support the main point. The narrative mostly flows logically and naturally from the introduction with no missing steps.</p> <p>Design: There is some balance of text and graphics. They are somewhat evenly distributed around the poster. The arrangement could be simpler and less crowded, but it makes sense.</p> <p>Accuracy: Most sentences are properly punctuated, and most words spelled correctly.</p> <p>Appearance: The introduction and the other paragraphs can mostly be read from at least three feet away.</p>	<p>Organization: Some items included in the poster support the main point. The narrative does not always flow logically. Some steps are missing.</p> <p>Design: There is a lack of overall balance of text and graphics. They are not evenly distributed around the poster. The arrangement is confusing at times and could be less crowded.</p> <p>Accuracy: Some sentences are properly punctuated, and more than a few words are misspelled.</p> <p>Appearance: The introduction and the other paragraphs cannot be clearly read from three feet away.</p>	
<p>Learning Outcome Reflections: Participants are asked to reflect on their commitment and exploration of the program learning outcomes, as outlined in the culminating</p>				

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presentation assignment instructions. The learning outcomes are listed below this rubric.				
	Highly Proficient (3)	Proficient (2)	Inadequate (1)	Score
1.Cultural Self-Awareness: Describe visible and hidden factors that shape your culture (and sub-cultures), beliefs and values and those of others.	Demonstrates excellent understanding of visible and hidden factors that shape culture (and sub-cultures), beliefs and values and those of others.	Demonstrates adequate understanding of visible and hidden factors that shape culture (and sub-cultures), beliefs and values and those of others.	Fails to demonstrate understanding of visible and hidden factors that shape culture (and sub-cultures), beliefs and values and those of others.	
2.Cultural Perspective Taking: Evaluate cultural factors likely to lead to cross-cultural misunderstandings or conflicts at the macro and micro level and formulate appropriate strategies to avoid or mitigate cultural misunderstandings or conflicts.	Demonstrates excellent understanding of the factors likely to lead to cross-cultural misunderstandings and of appropriate strategies likely to prevent or decrease such misunderstandings.	Demonstrates adequate understanding of the factors likely to lead to cross-cultural misunderstandings and of appropriate strategies likely to prevent or decrease such misunderstandings.	Fails to demonstrate understanding of the factors likely to lead to cross-cultural misunderstandings and of appropriate strategies likely to prevent or decrease such misunderstandings.	
3.Global Self-Awareness: Evaluate and apply diverse perspectives to complex problems within natural and human systems.	Demonstrates competence; evaluates and applies diverse perspectives to complex problems, providing examples within natural and/or human systems.	Indicates competence; some evidence of application of diverse perspectives to complex problems and using examples within natural and/or human systems.	Indicates lack of competence; narrative lacks evidence of application of diverse perspectives to complex problems; choice of examples does not clearly support perspectives invoked.	
4.Understanding Global Systems: Describe multiple world views, experiences and power structures.	The poster describes thoroughly and accurately multiple world views, experiences, or power structures	The poster describes multiple world views, experiences, or power structures with minor lapses in completeness and accuracy. More	The poster does not fully describe multiple world views and examples are not effective.	

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	with relevant examples.	examples may be needed.		
<p>5.Cultural Diversity: Recognize interconnections of human organizations and processes, and of innovative solutions to global problems.</p>	<p>Demonstrates awareness of substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts and of innovative solutions to global problems.</p>	<p>Demonstrates awareness of some connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts and of solutions to global problems.</p>	<p>Fails to demonstrate awareness of some connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts and of solutions to global problems.</p>	
Total Score				

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Appendix C: Draft Application for Global Distinction

Students will complete this application when they are ready to do their culminating presentation assignment.

Application for Global Distinction

(To be adapted electronically and offered to students online)

Name

Banner ID

KSU Email

Class standing

Major(s)

Minor(s) if applicable

Students wishing to earn Global Distinction should complete the following curricular and immersive requirements and submit this application to deliver their culminating presentation.

Coursework

Please list coursework that counts towards this portion of the GDP requirement

Immersive Experience

Please indicate which immersive experience(s) you completed, when, and where:

- Short-term study abroad
- Long-term study abroad
- National Student Exchange experience abroad
- Alternative Break with global components
- Living in the International Living Learning Community for an academic year
- International Student option*
- Other**

*International students can earn this component by studying at one of Kent State's campuses in the United States.

** The immersive experiences listed above have been identified as ideal opportunities for students to engage with international cultures as they offer structured opportunities for the learning outcomes of the Global Distinction program to be met. However, there may be other experiences equally as rich that allow the student to obtain the same learning outcomes as the GDP. In these cases, students should contact the Program Coordinator to obtain an exception form.

Culminating Presentation

Opportunities to present your culminating Global Distinction presentation will be offered throughout the academic year. A rubric will be used to both guide students and structure the evaluation of their presentation. If proficiency is not met, the student will receive their rubric and be provided the opportunity to meet with the coordinator. After making any necessary edits or obtaining proficiency in all areas, the student should resubmit their presentation via the online method for the coordinator to re-evaluate.

Please select which event you'd like to present at:

- Career, Internship & Co-Op Fair (Fall and Spring)
- Undergraduate Research Symposium (Spring only)
- Online method (Fall and Spring)

Once proficiency is met, the coordinator will sign and send paperwork to the registrar's office to notate on applicant's transcript.